



Hemingford Grey

SCHOOL

Inclusion Policy

Date policy was last reviewed and approved:

November 2016



Hemingford Grey Primary
School Aims for our children
Together Everyone Achieves More

CAN APPLY ESSENTIAL LITERACY, NUMERACY AND ICT SKILLS TO THEIR LEARNING ACROSS THE CURRICULUM

ARE PREPARED FOR THE OPPORTUNITIES, RESPONSIBILITIES AND EXPERIENCES OF LATER LIFE.

HAVE AN UNDERSTANDING OF WHAT A GOOD LEARNER IS.

ARE RESPONSIBLE CITIZENS WHO MAKE A POSITIVE CONTRIBUTION TO SOCIETY.

HAVE SELF CONFIDENCE AND SELF BELIEF

HAVE A LOVE OF LEARNING

RESPECT EACH OTHER

HAVE A VOICE

HAVE HIGH ASPIRATIONS AND ARE PROUD OF THEIR ACHIEVEMENTS.

UNDERSTAND THE WORLD IS MADE UP OF PEOPLE WITH DIFFERENT BELIEFS AND IDEAS.

ARE CONFIDENT IN THE ESSENTIAL SKILLS OF LITERACY, NUMERACY AND ICT.

UNDERSTAND HOW TO STAY SAFE & TAKE CARE OF THEMSELVES PHYSICALLY, EMOTIONALLY & SPIRITUALLY.

WANT TO FIND OUT ABOUT AND CARE FOR THE WORLD AROUND THEM.

Definition

“Inclusion in Education involves the process of increasing the participation of all students in learning and the school community. This is achieved by structuring the cultures, policies and practices in school to respond to the diversity and needs of all its pupils and to reduce exclusion of those in vulnerable groups, not necessarily just those with “special educational needs”. It is also concerned with improving schools for staff as well as students and to view diversity as a rich resource and not a problem.

Commitment

The staff, governors and pupils of Hemingford Grey Primary School are committed to fully inclusive education for all in its widest sense.

This policy provides a framework for our general practice throughout the establishment. It is our intention that “Inclusion” is a major consideration in every policy and aspect of school life.

Profile of Hemingford Grey Primary School

Hemingford Grey Primary School is a rural, village primary school that aims to deliver high quality education to children between 4-11 years from the local area. The school is predominantly white, middle class with a lower than average percentage of free school meals. The school is on a large ‘green’ site on one floor and has recently been extended to provide extra teaching space to take account of the growing population in the local area.

Leadership, Management and Governance

Hemingford Grey Primary School governors recognise their responsibility towards ensuring that the school complies with all recent relevant legislation relating to inclusion.

The Headteacher along with the Governing Body will ensure that the policy and its related procedures and strategies are implemented. They will ensure that staff are aware of their responsibilities and are given appropriate training and support so they can fulfil their responsibilities. The Headteacher will take disciplinary action against staff or pupils who discriminate or contravene the policy. Hemingford Grey Primary School’s curriculum for PSHCE includes issues of equality and inclusion and is accessed by all pupils of the school. The Headteacher, SENDCO, Governors and the Healthy and Safe team monitor compliance as part of our self-evaluation process.

The Headteacher will deal with reported incidents of discrimination, racial harassment, bullying, verbal or physical abuse through our behaviour policy and the procedures for reporting other incidents.

Hemingford Grey Primary School’s expectations of all staff

As a school, we expect all staff to:

- deal fairly with incidents of discrimination and know how to identify and challenge bias and stereotyping;
- not discriminate on grounds of race, disability or other equality issues;
- keep up to date with inclusion legislation by attending training and information events organised by school or LA;
- ensure that pupils from all equality groups have full access as far as practicable to the curriculum;

- support the varying needs of all pupils and staff.

Involvement of Pupils

Hemingford Grey Primary School is committed to pupils having a voice in the inclusion process. We ensure that pupils are consulted in many matters relating to school life, e.g. through questionnaires, pupil conferences, and house representative meetings. Pupils are heavily involved in their pupil profiles.

School Practice

The school has a dedicated inclusion team made up of the SENDCO, Inclusion TA and School attendance officer. In addition to this issues relating to inclusion are monitored by the governing body at their meetings. The school follows the local Authority procedures relating to admissions and attendance.

Withdrawal from the curriculum on grounds of religious/cultural observance

The school is aware of the rights of staff and pupils to have provision made for leave of absence for religious observance. This right is stated in the School Prospectus, which is given to all prospective pupils and to new staff. Parents are reminded of their rights in communications relating to areas of the curriculum where conflict may occur.

Attainment, Progress and Assessment

- The school has high expectations of all its pupils and is committed to encouraging and enabling all pupils to achieve his/her highest standard.
- The school recognises and values all forms of achievement.
- The school has rigorous procedures in place to ensure all children make as much progress as they can, adapting teaching to best meet their needs.

School Ethos

- Hemingford Grey Primary School publicly supports and values diversity, actively promotes inclusion and openly opposes all forms of discrimination.
- The school endeavours to promote a positive atmosphere of mutual respect and trust between pupils from different groups and between all stakeholders in the school.
- The school's very comprehensive anti-bullying and behaviour policies, specifically relate to incidents relating to inclusion.
- This ensures that respect for all persons remains high on our agenda.

If a parent or member of staff feels that the inclusion policy is not being adhered to they can follow the guidelines available on the school website.

Behaviour, Discipline and Exclusions

The school ensures that its procedures for disciplining pupils and managing behaviour are fair and equitable to all pupils. Where staff suspect that the unacceptable behaviour has been prompted by cultural or disability differences then this will be taken into consideration and the situation dealt with appropriately.

All staff are expected to operate consistent systems of rewards and sanctions. Where exclusions from School occur, these will be analysed to establish any trends.

Personal Development and Pastoral Guidance

The school aims to provide positive role models for all groups of pupils. This positive treatment enables pastoral support to be appropriate for all individuals. Although as a school the faith of most of our community is Christian, all faiths are treated as equal and represented in the curriculum.

Staff are expected to be supportive in their relationships with the children as well as each other.

Teaching and Learning

Staff endeavour to create an environment where all pupils can contribute fully and feel that their efforts are valued. Teaching takes account of pupils' cultural backgrounds, disability, linguistic needs and different learning styles. Staff are always open to new techniques and strategies to encourage this and create best learning outcomes. Questions are dealt with honestly and sensitively and children are encouraged to empathise, understand and respect other cultures and how their own culture and others are 'the same but different'. All staff seek to create an atmosphere where stereotypes are challenged by everyone. Pupils are taught and encouraged to detect bias and challenge discrimination.

Curriculum

Each area of the curriculum incorporates the principles of equality and promotes positive attitudes towards diversity and difference. Pupils have the opportunity to explore concepts and issues relating to identity and equality through PHSE & Citizenship, Literature, other areas of the curriculum and educational visits where possible. All pupils are given access to mainstream curriculum at Hemingford Grey Primary School, sometimes using support mechanisms to ensure equality of opportunity. Rigorous monitoring and assessment are very much part of Hemingford Grey Primary School's school self-evaluation process. Children with specific needs are evaluated on a regular basis through observations and discussion between pupil, carer, support and teaching staff.

The school encourages positive images of different people from all groups and cultures within its displays and resource materials.

Partnership with Parents/Carers and Communities

All parents/carers are encouraged to participate at all levels in the full life of the school. Our Governing Body attempts to ensure that its committees are made up of representatives from the local community. The school works in partnership with parents, carers and the community to develop positive attitudes to diversity and difference and addresses specific incidences if they arise. Whenever information is passed on to parents/carers an attempt is always made to make this accessible and user-friendly. Although at present we have no need for alternative formats and languages, should these arise these will be sourced as a matter of urgency. The school makes every attempt to ensure accessibility and is regularly used by groups from the local community.

Monitoring and Review

This policy will be reviewed and action points updated as required.